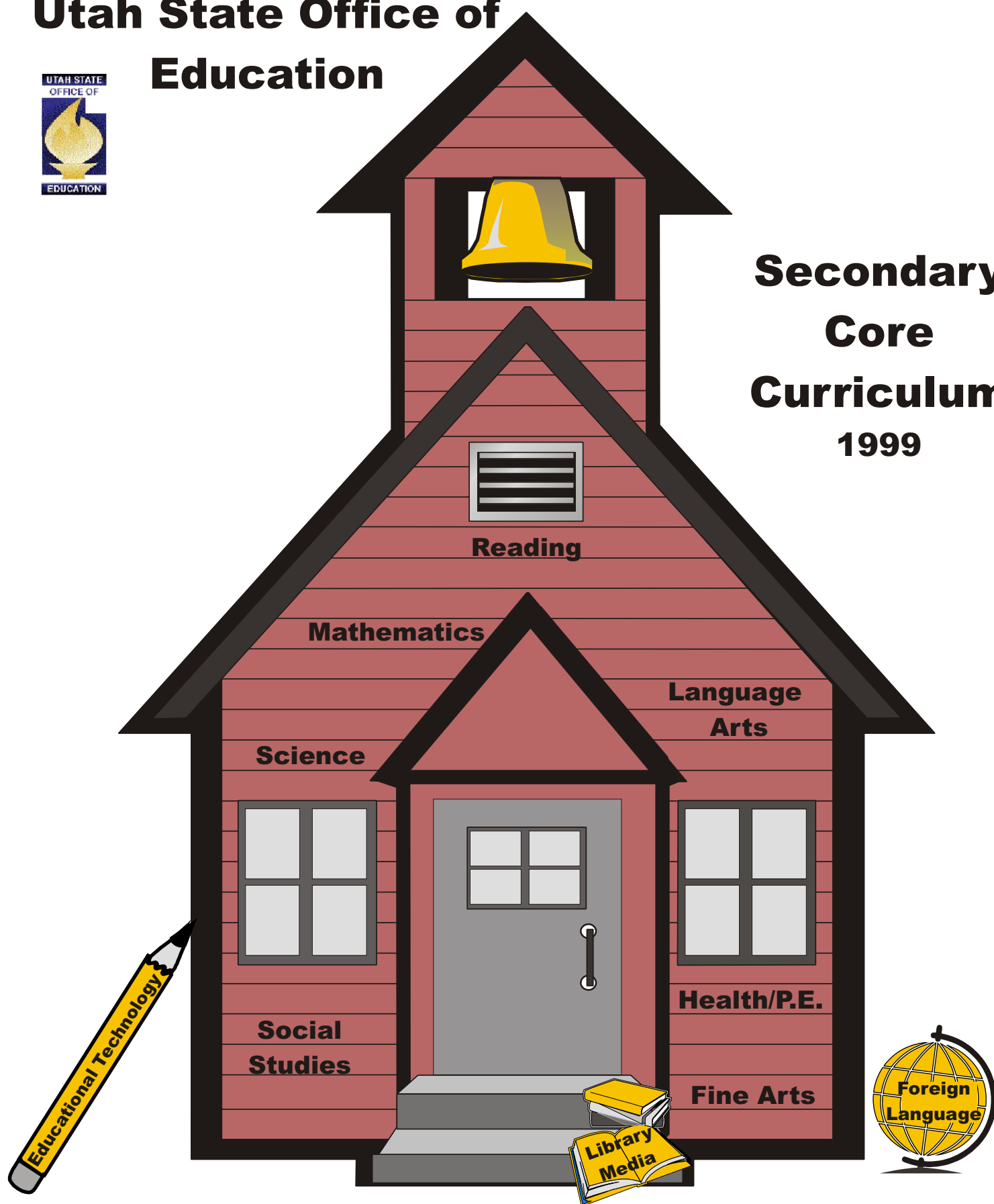


Utah State Office of Education



Secondary Core Curriculum 1999



Health Education 7-12

SECONDARY CORE CURRICULUM

HEALTH EDUCATION 7-12

UTAH STATE OFFICE OF EDUCATION

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TABLE OF CONTENTS

| | |
|---|-----|
| Introduction..... | vii |
| R277-700 The Elementary and Secondary Core Curriculum | ix |
| Levels 7-8 | |
| Course Description/Key | 1 |
| Purpose Statement..... | 1 |
| Important Messages | 2 |
| Utah State Board of Education Position | 2 |
| Law and Policy | 2 |
| Core Standards | |
| Healthy Self | 5 |
| Substance Abuse Prevention..... | 6 |
| Human Development and Relationships..... | 6 |
| Disease Prevention and HIV/AIDS Education | 8 |
| Safety and Injury/Violence Prevention | 8 |
| Nutrition and Fitness..... | 10 |
| Consumer and Community Health..... | 10 |
| Levels 9-12 | |
| Course Description/Key | 11 |
| Purpose Statement..... | 11 |
| Important Messages | 12 |
| Utah State Board of Education Position | 12 |
| Law and Policy | 12 |
| Core Standards | |
| Healthy Self | 15 |
| Substance Abuse Prevention..... | 16 |
| Human Development and Relationships..... | 16 |
| Disease Prevention and HIV/AIDS Education | 18 |
| Safety and Injury/Violence Prevention | 19 |
| Nutrition and Fitness..... | 19 |
| Consumer and Community Health..... | 20 |

INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

R277. Education, Administration.

R277-700. The Elementary and Secondary School Core Curriculum.

R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.

A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

- (1) Grades K-2:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Integrated Curriculum.
- (2) Grades 3-6:
 - (a) Reading/Language Arts;
 - (b) Mathematics;
 - (c) Science;
 - (d) Social Studies;
 - (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Health Education;
 - (g) Physical Education;
 - (h) Educational Technology;
 - (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in elementary grades 4-6; and
- (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

- (1) General Core (10.5 units of credit):
 - (a) Language Arts (2.0 units of credit) ;
 - (b) Mathematics (2.0 units of credit);
 - (c) Science (1.5 units of credit);
 - (d) Social Studies (1.5 units of credit);
 - (e) The Arts (1.0 units of credit):
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance;
 - (iv) Theatre.
 - (f) Physical Education (1.0 units of credit);
 - (g) Health Education (0.5 units of credit);
 - (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
 - (i) Educational Technology (credit optional);
 - (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

- (1) reading;
- (2) language arts;
- (3) mathematics;
- (4) science in grades 7 and 8; and
- (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements.

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

- (c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (8) Applied technology education (1.0 units of credit);
 - (a) agriculture;
 - (b) business;
 - (c) family and consumer sciences;
 - (d) technology education;
 - (h) trade and technical education.
 - (9) Educational technology:
 - (a) computer Technology (0.5 units of credit for the class by this specific name only); or
 - (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).
- (10) Library media skills integrated into the curriculum;
- (11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
 - (a) reading;
 - (b) language arts through grade 11;
 - (c) mathematics as defined under R277-700-6D(2);
 - (d) science as defined under R277-700-6D(3); and
 - (e) effectiveness of written expression.
- E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.
- F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

- A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.
- C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula

March 5, 2002

**Art X Sec 3
53A-1-402(1)(b
53A-1-402.6
53A-1-401(3**

Responsible Healthy Lifestyles

Health Education

Levels 7-8

Course Description (Levels 7-8)

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good literacy and decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through the seven different content sections, the development of process and life skills and attitudes has been incorporated throughout the entire curriculum.

Key

Phrases in bold lettering: Refers to content concepts in the objective that are also printed on the scope and sequence poster.

***Abbreviations with an *asterisk:** Refers to resources that are available to enrich the objective(s).

***NU Nutrition Education Resource**

***PD Prevention Dimensions**

***TK Tool Kit (No longer available)**

Purpose Statement

The purpose of health and physical education is to provide opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong health-enhancing behaviors.

A health-educated person will be able to . . .

- **Comprehend concepts related to health promotion and disease prevention.**
- **Access valid health information and health-promoting products and services.**
- **Practice both health-enhancing and risk-reducing behaviors.**
- **Analyze the influences of society, culture, media, technology, and physical environment on health.**
- **Utilize interpersonal communication skills to improve health and relationships.**
- **Practice and apply goal-setting, decision-making, problem-solving, and stress management skills to promote healthy behaviors.**
- **Develop understanding and respect for self and others.**
- **Advocate for personal, family, and community health.**

Important Messages

As you begin teaching the new Health Education Core Curriculum, please remember that many of the issues addressed in the curriculum are sensitive in nature. The Utah Family Educational Rights and Privacy Act (FERPA) details considerations for educators related to issues sensitive to family rights and privacy. Health educators in particular need to become familiar with this law and its implications for instruction and activities. Enclosed in your Health Education Curriculum kit provided by the Utah State Office of Education is a brochure entitled, “Utah Family Educational Rights and Privacy Act.” Please carefully read and apply the information presented in this brochure. If you have questions about FERPA, did not receive a FERPA booklet, or need additional copies, please contact the Utah State Office of Education legal department at (801) 538-7830.

Utah State Board of Education Position

Because of the sensitive nature of some of the materials incorporated in the Utah State Secondary Health Core Curriculum, respect for parental rights as to how it could be taught to their children has always been and will continue to be valued by the Utah State Board of Education.

Utah State Law indicates that “Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.” It should be understood that parents may opt out of any aspect of this secondary health curriculum. We believe those entrusted to teach these delicate issues will do so with an increased sensitivity that does not undermine cherished values.

A strong abstinence message has always been and will continue to be an expected part of the Utah State Secondary Health Core Curriculum. May we all resolve to accept responsibility for teaching teens that sexual abstinence before marriage is culturally and morally expected. It is absolutely vital that students are continuously encouraged to dialogue with their parents and that parents be reminded and encouraged to continue to be actively involved in this critical educational process as their children develop healthy skills and lifestyles.

Law and Policy

At each level (elementary, middle/junior high, and high school), the program must have the informed cooperation of the parents or guardians. In order to demonstrate this cooperative effort, the district must provide the patron community with opportunities for involvement with an understanding of the content and materials of the curriculum and the processes to be used to teach the curriculum.

School systems may implement programs that are abstinence based and enable and encourage young people who have not engaged in sexual intercourse to continue to:

Abstain from sexual intercourse until they establish a mutually monogamous relationship within the context of marriage.

For young people who have engaged in sexual intimacies, school programs should be aimed at helping:

Youth involved in sexual relations to stop engaging in sexual intercourse until they establish a mutually monogamous relationship within the context of marriage.

Teachers must be aware that state law requires prior written parental consent before including any aspect of contraception in the curriculum.

An educator may not intentionally elicit comments or questions about matters subject to parental consent requirement under this policy. Responses permitted under this section must be brief, factual, objective, and in harmony with content requirements of this policy regarding the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Responses must be appropriate to the age and maturity of the students involved, and limited in scope to that reasonably necessary under the circumstances. Students shall then be referred to their parents for further information. A response made in compliance with the requirements of this section shall not be considered a violation of policy.

The State Board has adopted the State Textbook Commission Guidelines. The following may not be taught:

1. The intricacies of intercourse, sexual stimulation, erotic behavior, etc.
2. The advocacy of homosexuality.
3. The advocacy of the use of contraceptive methods.
4. The acceptance or advocacy of sexual relations outside of marriage, or sexual promiscuity.

Core Standards of the Course

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|---------------------|
| Healthy Self |
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Standard 1: Students develop skills and processes that contribute to the development of a healthy self.

Objective 1: Use strategies for **managing stressful situations**. *PD

- Distinguish between eustress and distress.
- Identify situations or circumstances that cause stress.
- Describe the stress response and how it influences reactions or performance.
- Develop strategies for managing or reducing stress.

Objective 2: Apply **decision-making** skills to address an issue. *PD

- Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.
- Analyze decision-making process(es).
- Develop an individual decision-making process.

Objective 3: Analyze factors that impact **mental/emotional health**. *TK

- Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.
- Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.
- Predict how mental/emotional health may be influenced by values, dreams, and goals.
- Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.

Objective 4: Analyze the correlation between acceptance of **responsibility and personal growth and maturity**. *TK and PD

- Identify characteristics of an emotionally and socially mature person.
- Describe how developmental assets contribute to personal growth, success, and wellness.
- Recognize the difference between immediate and delayed gratification.
- Predict the outcomes of being responsible for one's actions.

Objective 5: Analyze the impact of **body image** and other factors on **disordered eating**.

- Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.
- Determine the factors that establish and maintain body size and shape; e.g., heredity, puberty, a body's natural genetics, diet, environment.
- Explain how self-acceptance impacts eating and exercising patterns.
- Explain the complexity of disordered eating; e.g., body image, perfectionism, control, fear, gratification, esteem abuse.
- Identify warning signs and short- and long-term effects of disordered eating.
- Compile resources that can help develop a healthy self and/or assist with disordered eating.

Substance Abuse Prevention

Standard 2: Students demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Analyze the results of individual choice **and consequences related to drug use and/or non-use.** *PD

- a. Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.
- b. Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.
- c. Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.
- d. Identify the short- and long-term effects of alcohol, tobacco, and marijuana use.
- e. Develop healthy alternatives to substance use.
- f. Develop a decision-making process to set personal limits related to substance use.

Objective 2: Practice **Refusal Skills®** and other strategies for maintaining healthy personal limits. *PD

- a. Identify the people comprising a personal support system.
- b. Generate ways to open a conversation with parent/guardian related to personal limits.
- c. Analyze the influence of an individual's support system on choices related to substance use.
- d. Describe how peers and peer group norms can help support abstinence from substance use.
- e. Assess the importance of positive involvement with others in making healthy choices.
- f. Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking, Refusal Skills.®

Human Development and Relationships

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Objective 1: Demonstrate **healthy expressions regarding interpersonal relationships.** *TK

- a. Identify qualities of and ways to build healthy relationships with self and with others.
- b. Identify criteria for establishing personal boundaries and limits.
- c. Recognize the need to respect the boundaries of self and others.
- d. Generate ways to communicate personal boundaries.
- e. Identify positive ways to express interest in another person.
- f. Develop ways to manage inappropriate or unwanted comments or advances from others.
- g. Practice respectful, honest ways to accept or decline invitations.

Objective 2: Develop ways to manage and/or adapt to **changes in relationships**.

- a. Determine how relationships can and do change; e.g., friend moving away, new friends and/or family members, breakups, siblings leaving or returning home, people aging, death.
- b. Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.
- c. Predict the possible impact of loss and grief on self and relationships.
- d. Determine healthy ways people accept, manage, or adapt to changes in relationships; e.g., talking with a parent, talking with a trusted friend, therapy, journals, exercise, assertiveness. Develop healthy, positive ways to end a friendship or a relationship.

Objective 3: Demonstrate the ability to **manage unhealthy or dangerous relationships** or situations. ***TK**

- a. Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.
- b. Explain the consequences of a wide disparity in age of partners; e.g., balance, growth, equity in relationships.
- c. Identify sexual harassment behaviors.
- d. Develop ways to manage sexual harassment in self and others.
- e. Identify people, resources, and services that may help with personal or relationship issues.

Objective 4: Summarize the **physical, social, and emotional changes** that occur during adolescence.

- a. Identify physical and emotional changes that occur during adolescence.
- b. Explain the anatomy and physiology of the female and male reproductive systems.
- c. Explain how physical changes may affect one emotionally and socially.

Objective 5: Determine how **abstinence from sexual activity** can enhance the development of relationships. ***TK**

- a. Identify ways to show interest and express affection for one another.
- b. Describe the benefits of sexual abstinence.
- c. Predict how sexual activity may compromise both personal and relationship growth.
- d. Explain why abstinence is the best method for preventing early and/or unintended pregnancy and sexually transmitted infections. (Contraceptive information is subject to Utah State law and State Board of Education policy – see below.)
- e. Predict the impact of adolescent parenting; e.g., on self, child, parent, society.
- f. Adoption presentation. (Subject to Utah State Law – see below.)

Utah State Law:

- **Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.**
- **An annual presentation on adoption will be given to students in Grades 7-12.**

Utah State Board of Education Policy:

- **Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.**

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| Disease Prevention and HIV/AIDS Education |
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Standard 4: Students summarize issues related to health promotion and disease prevention.

Objective 1: Analyze how **communicable and non-communicable diseases** differ, and the roles of heredity and behavioral choices on each. *TK

- a. Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.
- b. Identify methods of prevention for communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behaviors.
- c. Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, coping skills.
- d. Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.

Objective 2: Analyze the impact of **HIV disease**. *TK

- a. Determine the seriousness of HIV.
- b. Describe the general physiology of HIV disease.
- c. List the modes of transmission.
- d. Determine methods of preventing HIV infection.
- e. Describe how HIV/AIDS affects everyone; e.g., family, peers, friends, society, economics, services, science.

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| Safety and Injury/Violence Prevention |
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Standard 5: Students assess how individual behavior affects personal and community health and safety.

Objective 1: Determine an individual's role and **responsibilities in creating a safe and caring community**.

- a. Identify the core values, characteristics, and advantages of a safe and caring community.
- b. Identify personal behaviors that contribute to, or detract from, a safe and caring community; e.g., service, respect, civility, inclusion, apathy, aggression, gang involvement, criminal behavior, prejudice.
- c. Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.

Objective 2: Practice assertive **communication, problem-solving, and conflict-management** skills.

- a. Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.
- b. Identify abusive behavior; e.g., verbal, emotional, physical, and sexual abuse; harassment, threats, self-injury, rape, suicidal behaviors, animal abuse.
- c. Develop ways to reinforce healthy behavior by self or others.
- d. Develop ways to reinforce healthy decisions made by peers.
- e. Describe how to access health-related school and community resources.

Objective 3: Determine the **impact of suicide** and the importance of prevention. ***TK**

- a. Determine the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt.
- b. Identify suicide warning signs in self and others.
- c. Identify factors contributing the suicide risk; e.g., depression, substance use, coping skills, events.
- d. Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, referral.

Objective 4: Create **safety plans** to mitigate a variety of risks.

- a. Identify potentially dangerous situations that could result in intentional or unintentional injury.
- b. Identify a person(s) to rely on in risky situations.
- c. List the elements of a safety plan.
- d. Create a personal safety plan related to an identified risk.

Objective 5: Critically analyze **media influences regarding violence and safety**. ***PD**

- a. Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.
- b. Predict how exposure to media impacts character and choices, both positively and negatively.
- c. Analyze the role of personal responsibility related to media influences.
- d. Analyze current trends in media content.

Objective 6: Demonstrate ability to respond **effectively in an emergency situation**.

- a. Identify emergency number and information to be given.
- b. Identify basic first aid for common medical emergencies.
- c. Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.
- d. List response procedures for a variety of emergency situations.

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| Nutrition and Fitness |
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Standard 6: Summarize the benefits of adopting healthy nutritional and fitness behaviors.

Objective 1: Analyze the benefits of **good nutrition and physical fitness**.

- a. Explain how following the food guide pyramid can help ensure proper nutrition.
- b. Determine the benefits of eating healthy breakfasts and snacks.
- c. Determine the benefits of proper food handling and preparation.
- d. Critique products or supplements purportedly designed to enhance looks, performance, or general health.
- e. Demonstrate the ability to balance caloric intake with energy expenditure.
- f. Describe the benefits of physical fitness.
- g. Record participation in a variety of daily physical activities.

Objective 2: Analyze the impact of the seven **dietary guidelines** on helping prevent **diet-related illnesses**.

- a. List the seven dietary guidelines.
- b. Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.
- c. Determine the influence of heredity on illnesses.
- d. Explain why following dietary guidelines may help prevent some illnesses.
- e. Explain the impact of unhealthy daily food choices and habits.

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| Consumer and Community Health |
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Standard 7: Students evaluate basic health information needed to advocate for personal, peer, and family health.

Objective 1: Evaluate the reliability of **health information and services** based on established criteria.

- a. Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.
- b. Determine media influences on perceptions and choices related to health.
- c. Develop criteria for determining reliability of health information and services.

Objective 2: Create an **advocacy plan** to address a health-related need.

- a. Identify health issues that affect individuals and/or families.
- b. Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.
- c. Predict the effect of an advocacy plan.

Responsible Healthy Lifestyles

Health Education

Level 9-12

Course Description (Levels 9-12)

The goal of Health Education at the high-school level is to help establish patterns of behavior that will assist a person in achieving complete health. Complete health is accomplished by having a balance of physical, mental, social, emotional, and spiritual well-being. This course is designed to offer students the opportunity to acquire knowledge, incorporate process and life skills, and develop positive attitudes about life. Development of a healthy body and a healthy mind will assist young people in living active, productive, and successful lives.

Key

Phrases in bold lettering: Refers to content concepts in the objective that are also printed on the scope and sequence poster.

***Abbreviations with an *asterisk:** Refers to resources that are available to enrich the objective(s).

***NU Nutrition Education Resource**

***PD Prevention Dimensions**

***TK Tool Kit**

Purpose Statement

The purpose of health and physical education is to provide opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong health-enhancing behaviors.

A health-educated person will be able to...

- **comprehend concepts related to health promotion and disease prevention.**
- **access valid health information and health-promoting products and services.**
- **practice both health-enhancing and risk-reducing behaviors.**
- **analyze the influences of society, culture, media, technology, and physical environment on health.**
- **utilize interpersonal communication skills to improve health and relationships.**
- **practice and apply goal-setting, decision-making, problem-solving, and stress management skills to promote healthy behaviors.**
- **develop understanding and respect for self and others.**
- **advocate for personal, family, and community health.**

Important Messages

As you begin teaching the new Health Education Core Curriculum, please remember that many of the issues addressed in the curriculum are sensitive in nature. The Utah Family Education Rights and Privacy Act (FERPA) details considerations for educators related to issues sensitive to family rights and privacy. Health educators in particular need to become familiar with this law and its implications for instruction and activities. Enclosed in your Health Education Curriculum kit provided by the Utah State Office of Education is a brochure entitled, "Utah Family Educational Rights and Privacy Act." Please carefully read and apply the information presented in this brochure. If you have questions about FERPA, did not receive a FERPA booklet, or need additional copies, please contact the Utah State Office of Education legal department at (801) 538-7830.

Utah State Board of Education Position

Because of the sensitive nature of some of the materials incorporated in the Utah State Secondary Health Core Curriculum, respect for parental rights as to how it could be taught to their children has always been and will continue to be valued by the Utah State Board of Education.

Utah State Law indicates that "Prior written parental consent must be obtained before including any aspect of contraception in the curriculum." It should be understood that parents may opt out of any aspect of this secondary health curriculum. We believe those entrusted to teach these delicate issues will do so with an increased sensitivity that does not undermine cherished values.

A strong abstinence message has always been and will continue to be an expected part of the Utah State Secondary Health Core Curriculum. May we all resolve to accept responsibility for teaching teens that sexual abstinence before marriage is culturally and morally expected. It is absolutely vital that students are continuously encouraged to dialogue with their parents and that parents be reminded and encouraged to continue to be actively involved in this critical educational process as their children develop healthy skills and lifestyles.

Law and Policy

At each level (elementary, middle/junior high, and high school), the program must have the informed cooperation of the parents or guardians. In order to demonstrate this cooperative effort, the district must provide the patron community with opportunities for involvement with an understanding of the content and materials of the curriculum and the processes to be used to teach the curriculum.

School systems may implement programs that are abstinence based and enable and encourage young people who have not engaged in sexual intercourse to continue to:

Abstain from sexual intercourse until they establish a mutually monogamous relationship within the context of marriage.

For young people who have engaged in sexual intimacies, school programs should be aimed for helping:

Youth involved in sexual relations to stop engaging in sexual intercourse until they establish a mutually monogamous relationship within the context of marriage.

Teachers must be aware that state law requires prior written parental consent before including any aspect of contraception in the curriculum.

An educator may not intentionally elicit comments or questions about matters subject to parental consent requirements under this policy. Responses permitted under this section must be brief, factual, objective, and in harmony with content requirements of this policy regarding the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Responses must be appropriate to the age and maturity of the students involved, and limited in scope to that reasonably necessary under the circumstances. Students shall then be referred to their parents for further information. A response made in compliance with the requirements of this section shall not be considered a violation of policy.

The State Board has adopted the State Textbook Commission Guidelines. The following may not be taught:

1. The intricacies of intercourse, sexual stimulation, erotic behavior, etc.
2. The advocacy of homosexuality.
3. The advocacy of the use of contraceptive methods.
4. The acceptance or advocacy of sexual relations outside of marriage, or sexual promiscuity.

Core Standards of the Course

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| Health Self |
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Standard 1: Students develop skills and processes that contribute to the development of a healthy self.

Objective 1: Determine the influence of **behavioral choices** on mental, social, emotional, physical, and spiritual **health**. *TK and PD

- a. Explain Maslow's Hierarchy of Needs and resources available to support those needs.
- b. Analyze the positive and negative effects of environmental factors on mental health.
- c. Identify the healthy and unhealthy uses of defense mechanisms in daily life.
- d. Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.
- e. Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.

Objective 2: Demonstrate positive **strategies for managing stress**. *PD

- a. Identify situations or circumstances that cause stress.
- b. Evaluate personal responses to stressful situations.
- c. Develop a variety of healthy ways to reduce or prevent stress.
- d. Design a time-management plan for stress prevention or reduction.

Objective 3: Analyze the **grieving process**.

- a. Identify emotions or reactions associated with grief.
- b. Determine a variety of healthy ways to express or process these emotions.
- c. Determine the role family, friends, schools, and communities can play in helping individuals with grief.

Objective 4: Develop a **decision-making** process to resolve a dilemma.

- a. Determine the influence of values, dreams, and goals on the decision-making process.
- b. Predict the short- and long-term effects of risks.
- c. Evaluate the effects of media on perceptions and decisions.
- d. Identify steps in decision making.
- e. Weigh ethical implications of decisions.

Substance Abuse Prevention

Standard 2: Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.

Objective 1: Determine the individual and societal **implications of drug use and non-use**. *PD and TK

- Identify consequences of illegal and legal/age-restricted drug use.
- Identify some common antagonistic and synergistic effects of drug interactions.
- Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.
- Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.
- Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.
- Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance use.

Objective 2: Analyze the impact an individual could have in promoting substance abuse **prevention, intervention, and treatment**. *PD

- List a variety of activities that could be positive alternatives to substance abuse.
- Determine ways in which all peers can help with prevention and intervention of substance abuse.
- Identify benefits of a strong support system.
- Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.
- Compile a list of community/agency resources available to support individuals impacted by substance abuse.

Human Development and Relationships

Standard 3: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.

Objective 1: Analyze the influence of differing **cultural and societal norms regarding gender roles** on behavior, dreams, and goals.

- Predict how an individual's beliefs regarding gender roles may influence behavior, dreams and goals.
- Identify factors that influence beliefs about gender roles; e.g., age, media, media representation, culture, societal norms.
- Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.

Objective 2: Develop skills that contribute to **healthy, dynamic relationships**.

- a. Identify characteristics necessary for healthy relationships;
- b. e.g., empathy, confidence, trust, individual rights and responsibilities.
- c. Identify skills necessary for healthy relationships; e.g., communication, listening, goal-setting.
- d. Generate ways to open discussions with parents/guardians.
- e. Identify the role of grief and loss in relationships.
- f. Develop ways to accept, manage, and/or adapt to changes in relationships.

Objective 3: Demonstrate the skills needed to **manage unhealthy or dangerous relationships** or situations.

- a. Identify unhealthy behaviors; e.g. coercion, selfishness, obsessions, neediness, control, manipulation, apathy, aggression.
- b. Predict the possible consequences when there is a wide
- c. disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.
- d. Identify behaviors that lead to sexual harassment and/or aggression.
- e. Develop strategies for managing sexual harassment/aggression in self and others.
- f. Identify people, resources, and services that may help with personal or relationship issues.

Objective 4: Predict how responsibilities related to **sexual development** and health maintenance change **throughout the lifecycle**. *TK

- a. Explain reproductive anatomy and physiology of females and males.
- b. Identify the benefits of sexual abstinence.
- c. Describe how sexual abstinence contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.
- d. Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence, disease prevention, contraception/condom use. (Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)
- e. Explain the importance of health maintenance, including breast and testicular self-exams, pap smears, and annual physical examinations.
- f. Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers.
- g. Adoption presentation. (Subject to Utah State Law – see below.)

Utah State Law:

- **Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.**
- **An annual presentation on adoption will be given to students in Grades 7-12.**

Utah State Board of Education Policy:

- **Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors.**

Objective 5: Determine the benefits of planning for **pregnancy and parenthood**.

- a. Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.
- b. Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.
- c. Explain the various stages of fetal development and birth.
- d. Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.

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| Disease Prevention and HIV/AIDS Education |
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Standard 4: Students analyze issues related to health promotion and disease prevention.

Objective 1: Analyze how non-communicable, **chronic illnesses** affect individuals, families and society. *TK

- a. Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.
- b. Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.
- c. Explain the positive and negative results of living with health challenges.
- d. Determine the benefits of assisting those living with chronic illness for individuals, volunteers, family, and community.

Objective 2: Analyze the impact of **HIV disease, hepatitis, and sexually transmitted infection** on self and others. *TK

- a. Explain transmission, physiology, and treatments for HIV disease, hepatitis, and sexually transmitted infections.
- b. Determine methods of prevention; e.g., correct condom use per package instructions. (Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)
- c. Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.

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| <p>Utah State Law:</p> <ul style="list-style-type: none">• Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.• An annual presentation on adoption will be given to students in Grades 7-12. <p>Utah State Board of Education Policy:</p> <ul style="list-style-type: none">• Teachers may not teach the advocacy or encouragement of contraceptive methods or devices by unmarried minors. |
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| Safety and Injury/Violence Prevention |
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Standard 5: Students determine how individual and group and behaviors impact personal and community health and safety.

Objective 1: Demonstrate ability to **manage conflict peacefully and safely**. *PD

- a. Explain the role of conflict in interpersonal relationships.
- b. Identify warning signs that conflict may be escalating.
- c. Develop strategies for dealing safely with conflict.
- d. Practice conflict-management skills and/or strategies.

Objective 2: Identify ways to help self or others when dealing with **suicide**.

- a. Identify warning signs of suicide.
- b. Practice skills or strategies that can help prevent a suicide; e.g., questioning skills, communicating with others, asking for help, expressing emotions, referral.
- c. Compile a list of resources in the school and community to help a person dealing with suicide.

Objective 3: Develop strategies for ensuring **personal safety** in a variety of situations.

- a. Identify potentially dangerous situations.
- b. Identify person(s) to rely on in risky situations.
- c. Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.

Objective 4: Analyze the process of creating a **safe and caring environment** for citizens.

- a. Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honest, civility, cooperation, compassion.
- b. Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.
- c. Compile a list of community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.

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| Nutrition and Fitness |
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Standard 6: Students plan to incorporate healthy nutritional and fitness behaviors.

Objective 1: Evaluate **nutrient density** and balance of individual **food intake**. *NU

- a. Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.
- b. Evaluate various types of foods using the food labels.
- c. Compare individual nutrient intake and Recommended Daily Allowances (RDA).
- d. Identify low-nutrient foods.
- e. Identify nutrient-dense foods that are enjoyable and cost effective.

Objective 2: Design a **personal peak performance plan** to include proper nutrition, physical activity, and healthy behaviors. *TK

- a. Identify the five components of fitness and how to attain each.
- b. Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.
- c. Determine how fast food could be included in the plan.
- d. Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.
- e. Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.
- f. Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.

Objective 3: Analyze the relationship between a **healthy sense of self and eating patterns**. *TK

- a. Identify characteristics of a healthy self and body.
- b. Compare body image and body acceptance and the influence of one on the other.
- c. Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.
- d. Explain the potential impact of negative body image and acceptance; e.g., fad dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.
- e. Develop strategies for improving body image and acceptance.
- f. Identify warning signs and short- and long-term effects of disordered eating.
- g. Identify ways to help someone who is experiencing disordered eating.

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| Consumer and Community Health |
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Standard 7: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.

Objective 1: Determine how **fads and trends may influence health**.

- a. Identify health-related fads and trends.
- b. Summarize how fads and trends have influenced health in the past.
- c. Predict how fads and trends may influence in the future.

Objective 2: Create and implement and **advocacy plan** to address an unmet health need.

- a. Identify various professions that contribute to, or advocate for, health.
- b. Identify health needs, opportunities to be proactive, related community resources, and available services.
- c. Practice advocacy skills and methods.
- d. Reflect on results of the action process.